**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_Hairston\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_\_\_7th\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Unit Title: Unit 1: Two Sides of Every Story** | | **Corresponding Unit Task:**  **Task 1: Strength and Voices** |
| **Unit EQ(s):** | How do I create a poem that reflects author’s point of view and perspective of a historical event? | |
| **Essential Vocabulary** | Point of view  Perspective  Voice  Vietnam War  Multimedia  Illustrate | |
| **Materials/Resources** | **Poems for two voices**  <http://www.readwritethink.org/files/resources/lesson_images/lesson391/two-voice.pdf>  **Poems for two voices**  <http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf> | |
| **Activating Strategy/ Bell Ringer** | Point of view review/powerpoint  Point of view (Holt 348-349)  Author’s Perspective (Holt p.364) | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  **RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  **RI.7.6**- Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  **I Can Statements:**  **I can create a poem that reflects author’s point of view and perspective of a historical event.**  **Instructional Plan:**  **1.** Teacher reviews point of view with the students.  **2.**  Using the information from the texts presented previously, students will have a choice of creating a Found Poem or a Poem for Two Voices.  **Poems for Two Voices**  Students could also choose to create a Poem for Two Voices, based on the perspectives of the Vietnam War see instructions and examples below.  **Poems for two voices**  <http://www.readwritethink.org/files/resources/lesson_images/lesson391/two-voice.pdf>  **Poems for two voices**  <http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf> | |
| **Closing/Summarizing Strategy** | Students will create a presentation that showcases their Found Poem or Poem for Two Voices in a creative way. They will present the poem to their peers. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| * Students will do a study of songs study inspired by the Vietnam War and explain how the time period influenced popular culture. | * Provide partially constructed 2-colum notes (or other scaffold note-taking )for student to complete as the text is read * Working in groups | *Background Knowledge* – Give a brief presentation on Vietnam and where it is located in the world. Acknowledge any student whom you may have in your class who comes from Vietnam or a near country. |
| **Assessment(s)** | Student’s Presentation to peers that showcases their Found Poem or Poem for Two Voices in a creative way. | | |
| **Reflection** |  | | |